



**IMPROVING THE STUDENTS' ABILITY IN WRITING
NARRATIVE TEXT BY USING MARATHON TECHNIQUE**

A SKRIPSI

***Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic
University of North Sumatra Medan as a Partial Fulfillment of Requirements
for the Degree of Sarjana Pendidikan***

By :

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FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
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Maka Kami berpendapat bahwa skripsi ini sudah dapat diterima
untuk dimunaqasyahkan padasi dang Munaqasyah Fakultas I lmu Tarbiyah dan
Keguruan UIN Sumatera Utara Medan.

Demikianlah kami sampaikan atas perhatian saudara kami ucapkan
terimakasih.

Wassalamu'alaikum Wr. Wb.

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PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, Agustus 2018

Yang Membuat Pernyataan

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ABSTRACT

SYAHIRA, FITRI. 2018. IMPROVING THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT BY USING MARATHON TECHNIQUE AT EIGHTH GRADE OF MTS. AL-JAM'IYATUL WASHLIYAH TEMBUNG. STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA.

This research aims at finding out the improvement of the students' ability in writing narrative text through marathon technique. The subject of this research is eighth graders of MTs. Al-Jam'iyatul Washliyah Tembung. It consists of 40 students as informants. This research uses a classroom action research. Two kinds of data are collected: quantitative and qualitative data. The quantitative data is gathered by using a writing test. And qualitative data is collected by using observation, interview, and photograph. The quantitative data is analyzed by using t-test, while the qualitative data is analyzed by using Miles and Huberman technique: data reduction, data display, conclusion drawing and verification. The trustworthiness of the study is established through triangulation. The results of this research shows that: The Students' Writing Narrative Text Can be Improved through Marathon Technique.

Key word: *Writing Narrative Text and Marathon Technique*

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The writer would be pleasure to accept some critics and corrections to this thesis because the writer realize that it is not perfect. Hopefully this thesis useful for those who read and experiences in the field of education.

Medan, of August 2018

Fitri Syahira
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TABLE OF CONTENTS

TABLE OF CONTENTS.....	i
LIST OF DIAGRAM.....	ii
LIST OF APPENDICES	iii
LIST OF FIGURE	iv
LIST OF TABLES	v
CHAPTER I INTRODUCTION.....	1
A. The Background of the Problem	1
B. The Identification of the Problem	4
C. The Limitation of the Problem	4
D. The Research Question	4
E. The Objective of the Study	4
F. The Significance of the Study	5
 CHAPTER II REVIEW OF LITERATURE	 6
A. Theoretical Framework	6
1. Writing Narrative Text	6
a. Writing	6
b. The Genre in Writing.....	11
c. The Assessment of Writing.....	12
d. Narrative Text.....	14
1) Definition of Narrative Text	14
2) Types of Narrative Text.....	15
3) Generic Structure of Narrative Text	15
4) The Grammatical Features.....	16
5) The Language Feature of Narrative Text.....	17

2. Marathon Technique	17
a. Definition of Marathon Technique	17
b. Principles of Marathon Technique.....	19
c. Design of Marathon Technique	21
d. Procedures of Marathon Technique	22
e. Advantages and Disadvantages of Marathon Technique.....	22
B. Related Studies.....	23
C. Conceptual Framework	24
D. Actional Hypothesis	24
CHAPTER III RESEARCH METHODOLOGY	25
A. Research Setting	25
B. Data and Data Source.....	25
C. Research Method.....	26
D. Technique of Collecting the Data	29
E. Technique of Analyzing the Data	30
F. Establishing Trustworthiness	32
CHAPTER IV RESEARCH FINDING AND DISCUSSION	33
A. Research Finding	33
1. The Quantitative Data.....	33
a. Pre-Test	33
b. Post-Test I	37
c. Post-Test II	40
2. The Qualitative data	49
a. Cycle I	49

b. Cycle II	51
B. Discussion	54
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	56
A. Conclusions	56
B. Suggestions.....	57
REFERENCES.....	58

CHAPTER 1

INTRODUCTION

A. The Background of the Problem

The objective of teaching writing of narrative text is that the students are expected to be able to write a good text with good content and coherence, for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts. Writing ability refers to how to set started writing through practice and memorizing vocabularies. In order to be able to the communication will be easier to be understood. The importance of writing for human life is the same as the importance in school environment.

The goal of teaching English at Junior High School (SMP), as stated in Permendiknas No. 22 year 2006, is to support the students in achieving their competences to; (1). Increase their communicative competences, oral or written, to achieve the functional literacy level; (2) have awareness about the importance of English to increase the Indonesian capability in competing with other nations in the world; and (3) increase students' understanding about interrelationship language. To communicate English in written based on the competences above, it is done through reading comprehension.

The students' improving in writing narrative text for 8th grade in Junior High School (SMP), they are expected to get a minimum passing grade (KKM) because the ability in writing needed to measure how far the students understanding about write a text.. In writing we have to pay attention on the grammar, diction, punctuations, structures, cohesion and coherence to make sure that the sentences we make are right and appropriate with the contexts. To build

students' writing habit, we can start with something pleased and convenient way to attract students' attention in writing.

However in reality, the students were not interesting in writing, they found it hard and very difficult to write what is on their mind into written language. Most of them do not like doing this activity and they always try to avoid it. Some of the students feel that writing is difficult to learn because they need basic skill to express what they want to write.

Based on the phenomenon, today, many English teachers in teaching writing do the mistake. They asked students to write a text in the class, but they don't do any corrections or evaluation on students' assignment in classroom. Sometimes the students only got a certain mark of their writing without knowing the strengths and the weaknesses of their compositions so that they don't know how to improve their writing to be a better one.

There are two factors that made students ability in writing still low. Even from internal or external factors. In internal factor, the students' awareness of writing ability is still low, self-confidence and motivation. English teachers have an important role in ELT as they can determine whether or not other factors can work well. Also the role of teacher is very important to build students' motivation. In short, writing is an important skill to be taught to the students, especially in level of Junior High School.

Another factor is external factor, such as teacher's method in teaching writing, learning English which the same teaching method sometimes make the students bored. Especially in writing, sometimes students are lack of vocabularies so that it can be obstruction to do that. However, we need the method which can

encourage the creativity and a sense of writing. The students need too the conducive to invite their brain to thinking and we now many tools that the students can use to increase creative ideas in learning English, especially in writing activity.

The writer chooses Marathon Technique as one of technique to use in classroom because this technique can help the students attracted to create their idea in writing narrative text, As a new strategy for students had hoped interest and pay much attention to learning English. It also had hoped activated their motivation with some activities that include on this strategy.

This techniqueteaches students to useprediction as aeasier to be understood in writing the text. The purpose of this technique is to help students to learn and develop their English by expressing their knowledge, experience and so on. It can be expressed in form of essay a paragraph, a letter, a short story and etc.

Based on the background above, the researcher is interested to make a research with the title : *"Improving The Students' Ability in Writing Narrative Text by Using Marathon Technique"*.

B. The Identification of the Problem

There are two factors, that can caused the low level of the students' writing: internal and external. Internally, the students' is the awareness of writing ability is still low, self-confidence and motivation, and Externally, teacher's method in teaching writing and learning process.

C. Limitation of the problem

Based on Statement of the problem, the researcher limits and focuses this research only in improving students' ability in writing narrative text by using marathon technique.

D. The Research Problem

Based on the limitation of the problem, the research question of this study can be formulated as follows: How can the writing marathon technique improve the students' ability in writing narrative text ?

E. The Objective of the Study

In line with this research question, the objective of this research was to find out the marathon technique can improve the students' ability in writing narrative text.

F. The Significance of the Study

The result of this research is significant for :

1. The students as an input to the students to improve their ability in writing
2. The teacher as an input to improve the teacher's ability in teaching writing
3. The headmaster as an input to improve the quality of teaching English in the school
4. Other researcher as an input for them who want to conduct a similar research especially on the same topic and as resourceful information how write to a narrative text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting this research, theories are needed to explain some concepts or terms, to avoid misunderstanding and to make the same perception between the researcher and the reader, The terms need to be clarified. The terms function is to give limited concept, which specially meant in particular context. Theoretical framework of this research is presented and discussed as the following:

1. Writing Narrative Text

a. Writing

According Dewi, writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers. The writing can be formed on the wall of a cave, a piece of paper, or a computer screen. The writing, process includes prewriting, composing, revising, and publishing. There are many kinds of writing such as expository, narrative, descriptive, and persuasive.¹

According to Galuh Nur Rahmah, writing is specified into the skill in organizing ideas. Organizing ideas skill refers to the art of communicating the information. It involves the writer's way in presenting arguments and supporting the arguments with some convincing both subjective and objective evidence.²

¹Utami Dewi.(2011). *How To Write*, Medan: La – Tansa Press, p. 27

²Nur Rahmah, Galuh. (2009). *How to Write Autonomously Practical and Simple Guide to Writing Skill*. Malang : UIN Malang Press. P. 5

Another definition of writing according to Harmer, writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities.³ So based on the statements, writing is the proses of giving information by text that involved in generating the letters, words, symbols for example punctuation and sentence. Writing skill lead us to comprehend writing as one of the skill in language learning that is very important to understand. In the proses of writing, students would be concerned with the subject content of what they write and the language in which it is expressed.

In the holy Al Qur'an, writing also one of the important skills that should be learned. There is verse that states the existence of writing that be stated in Al - Qur'an that is:

Surah Al – Alaq: 4 – 5

الَّذِي عَلَّمَ بِالْقَلَمِ (٢) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning:

*“Who has taught (the writing) by the pen the first person to write was prophet ideas (Enoch) has taught man that which he know not”.*⁴

Surah Al – Qalam: 1

ن . وَالْقَلَمِ وَمَا يَسْطُرُونَ

Meaning:

*“Nun. By the Pen and the (Record) which (men) write”.*⁵

³Harmer Jeremy. (2004). *How to Teach Writing*. Malaysia: Longman. P. 33

⁴ M. HabibShakir. The Only Quran. Accessed 5 February 2018. Retrieved from (http://www.theonlyquran.com/quran/Al-Alaq/English_M_Habib_Shakir/)

⁵ Abdullah Yusuf Ali. The Only Quran. Accessed 5 February 2018. Retrieved from (http://www.theonlyquran.com/quran/Al-Qalam/English_Abdullah_Yusuf_Ali/)

From some of the verses above, we can conclude that the people should study to the knowledge. Pen is not a creature but what can be written by the pen are many things that can be understood by human.

Allah teaches human by using pen. After they are good and smart in using the pen, then many knowledge which are given by Allah. And one of that knowledge is writing. So, in writing, the writer should have self-confidence and should know what they will write. Then, get more practice since to write effectively is now become fundamental skill in the world of education.

There are some verses of Qur'an that are related to writing, such as: Surah Al – Baqarah verses 282, namely:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا تَدَايَنْتُمْ بِدَيْنٍ إِلَى أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ وَلْيَكْتُب بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ وَلَا يَأْب كَاتِبٌ أَنْ يَكْتُبَ
كَمَا عَلَّمَهُ اللَّهُ فَلْيَكْتُبْ وَلْيُمْلِلِ الَّذِي عَلَيْهِ الْحَقُّ وَلْيَتَّقِ اللَّهَ رَبَّهُ.....(٢٨٢)

The meaning:

*O believers, when you contract a debt for a fixed period, put in writing. Let a scribe write it down for you with fairness; no scribe should refuse to write as Allah has taught him. Therefore, let him write; and let the debtor dictate, fearing Allah, his lord.*⁶

Based on the verse above, Allah asked people to write something correctly and honestly in every transaction or activity so that can help us to remember of something. For instance, the students write the material of study correctly so that can help them to read or remember it again when needed.

From some definition of writing, it can be concluded that writing is the way of communicating by using the series of sentences, paragraphs in a text.

⁶Muhammad Mahmud Ghali, *Toward Understanding The Ever – Glorious Qur'an*, p. 49.

Writing focuses on the importance of how people arrange their ideas in a text. In delivering purpose or aim in the form of written text, the writer should use the proper and appropriate words to avoid misunderstanding with the readers.

Writing is procedure or reproduces written message. It means that writing is one of language skill using hand to transform what we think in our mind writing is within form in expressing idea, feeling and opinion. We combine our ideas into sentences and then into the text/paragraph, and the text has the meaning, so the reader can understand the meaning of the text.

Writing refers to ability of someone to use and organize the lexical items to express the ideas in the form of written production. Heaton divided that skill of writing into five general components, (1) Grammatical skills: the ability to write correct sentences, (2) Stylistic skills: the ability to manipulate sentences and use language effectively, (3) Mechanical skills: the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling, (4) Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.⁷

Writing has various kinds, it can be used as a means to express the writers' idea based on her experience, thoughts, and feelings. And in many schools, writing is principally conducted to demonstrate knowledge of decontextualized facts with little awareness of a reader beyond the teacher examiner.⁸

⁷ J. B. Heaton. (1984). *Writing English Language Test*. London: Longman Group. p. 138

⁸ Ken Hyland.(2002). *Teaching and Researching Writing*. England: Pearson Education. p. 7

According to Hammer, process of writing can be represented below.⁹ There are four elements : (1) Planning, the writer has to start from planning. We must have a good plan to begin the writing. Planning relates to three main points : purpose, audience, and content structure, (2) Drafting, a series of strategies designed to organize and develop a sustained piece of writing, (3) Editing, editing relates to reflecting and revising. Describe revising as a way to improve or correct draft. Completing of the last draft will be followed by re-examining and re-evaluating the draft itself, and (4) Final Drafting, written text that is ready to send to its intended audience. The final draft is the final product of written text. It can be a short story, article, book, newspaper, magazine and the other text.

Every written text (essay, article, and research papers) must have: (1) opening paragraph, (2) content paragraph, (3) closing paragraph.¹⁰

According to Langan, writing a paper is a process that can be divided into the following steps: (1) Getting started through prewriting, (2) Preparing a scratch outline, (3) Writing the first draft, (4) Revising, and (5) Editing and Proofreading.¹¹

b. The Genre in Writing

The genre perspective covers two distinctive dimensions in teaching and learning writing. First, genre is a kind of text or writing work itself. It views that the language (writing form) must be related to social function. Second, genre as a

⁹ Jeremy Harmer. (2004). *How to Teach Writing*. Malaysia: Longman. p. 33

¹⁰ Pardiyono. (2006). *12 Writing Clues for Better Writing Competence*. Yogyakarta: Andi Offset. p. 192

¹¹ John Langan. (2004). *Sentence Skills a workbook for Writers*. New York: McGraw-Hill Companies. Seventh Edition. p. 16

process or strategy of how the writing work is developed, taught, and learned. In this case, there is a certain process of production and reproduction.

Basically, teaching and learning writing through genre based approach is a matter of mixture among the process, the text of writing, and social practice. Genre writing as a new approach to teaching and learning truly combines two things-the product of the writing and the way or technique or strategy of how the product is produced.

According to .Dirgeyasa, there are some genre of text in writing, Descriptive text, Recount, Narrative, Procedure, Report, Explanation, Discussion, Hortatory exposition, Analytical exposition, News item, Spoof text, Anecdote, Commentary, Book review, Critical review.¹²

They are : (1) Descriptive text is a text that describe or illustrate the object, person or idea by his/her eyes physically, (2) Recount is a text that retelling or recounting of an event or an experience or recount is a text that retells events or experiences in the past, (3) Narrative is a text that amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution, (4) Procedure is a text that discusses and explains how something works or how something is done. Procedure text is a text that designed to describe how something is achieved through a sequence of actions or steps, (5) Report is a text to describe the way things in around of our environment are described. Usually tells the natural or non-natural phenomena or even social

¹² I Wayan.Dirgeyasa. (2014). *Collage Academic Writing: A Genre-Based Perspective*. Medan: Unimed Press. p. 3

phenomena, (6) Explanation is a text that explaining a process of formation. This genre explain why an object exists as it is or to describe how an object works, (7) Discussion is a text which presents a problematic discourse. This problem will be discussed from different points of view, (8) Hortatory exposition is a type of English text that belongs to the class of argumentation, (9) Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. This genre will often involve the writer comparing opposite points of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument, (10) News item is a text that informs the daily and real factual happenings in human life, (11) Spoof text is text that tells a funny incident or event that has happened in the past, (12) Anecdote is a text that shares with others an account of an unusual or amusing incident, (13) Commentar is a text that uses analysis and interpretation to find patterns of meaning in events, trends, and ideas, (14) Book review is both a description and an evaluation of a book. It should focus on the book's purpose, contents, and authority, and (15) Critical review is the summarization and evaluation of the ideas and information in an article.

c. The Assessment of Writing

In order to determine how well the writing is, the teacher, as an evaluator has right concept of writing assessment to assess the students, writing work appropriately. According to Brown & Bailey, there are some components in assessment in writing, they are :

1. Organization : introduction, body and conclusion (Score Max: 20), the assessment that include in the organization are : appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional

expression used; arrangement of material shows plan (could be outline by reader); supporting evidence given for generalization; conclusion logically and complete.

2. Logical Development of Ideas : Content (Score Max: 30), the assessment that include in the content are : Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay must based on own thought.
3. Grammar : (Score Max : 25), the assessment that include in the grammar are : Native-like fluency in English grammar; correct use of relative clauses, preposition, modals articles; verb forms and tense sequencing; no fragments or run on sentences.
4. Punctuation, spelling, and mechanics : (Score Max : 5), correct use of English writing conventions; left and right margins, all needed capitals, paragraph indented, punctuation, and spelling; very neat.
5. Style and quality of expression : (Score Max : 20), precise vocabulary usage; use of parallel structures; concise; register good.¹³

d. Narrative Text

1) Definition of Narrative Text

A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the

¹³Douglas, Brown. *Language Assessment Principles and Classroom Practices*. (America: Logman. 2004), p.244-246

events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.¹⁴

A narrative is most generally described as a story told by the narrator. Narratives are not as simple as that. They are construction of certain characteristics that relate a tale through an organization of words. This construction includes three discernible layers, the elements that make up the content of the narrative, and the agent. Understanding these concepts is the key to defining a narrative.¹⁵

The narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener. It is related to the recount type. Narrative is central to children's learning. They use it as a tool to help them organize their ideas and to explore new ideas and experience. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively.¹⁶

The essential purpose of narrative is to tell a story, but the detailed purpose may vary according to genre. For example, the purpose of a myth is often to explain a natural phenomenon and legend is often intended to pass on cultural traditions or beliefs.¹⁷

¹⁴Kane, Thomas S, *The Oxford; Essential Guide to Writing*. (New York: Berkley Books, 2000), p.336

¹⁵George E. Wishon and Julia M.Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), p. 128

¹⁶Mark Anderson and Kathy Anderson, *Text Type in English 2*, (Australia: MacMillan, 1998), p.20.

¹⁷*Ibid*, p.3.

From the definition above, it can be concluded that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers. You are using narrative when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke.

2) Types of Narrative Text

There are many types of narrative. They can be imaginary, factual or a combination of both, they may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narrative, ballads, slice of life, personal experience.

3) Generic Structure of Narrative Text

The most common structure is: an opening that established setting and introduces characters; a complication and resulting events; a resolution/ending. Effective writers are not constrained by predictable narrative structure. Authors and storytellers often modify or adapt a generic structure, e.g. changing chronology by not telling the events in order (time shifts, flashback, backtracking). Children can add these less predictable narrative structures to their own writing repertoires.¹⁸ (a) Orientation, in this paragraph the narrator tells the audience who are in the story, when it is happening, who are in the story, when it is happening, where it is happening, and what is going on, (b) Complication, this is part of the story where the narrator tells about something that will begin a chain of events. These events will effects one or more of the characters. The complication is the trigger, (c) Sequence of events, this is where the narrator tells how the characters

¹⁸Santi V. Buscemi, *A reader for Developing Writers*, (New York: McGraw-Hill Companies, Inc., 2002), P.267.

react to the complication. It includes their feelings and what they do. The event can be told in chronological order or with flashback. The audience is given the narrator's point of view, (d) Resolution, in this part of the narrative where the complication is sorted out or the problem is solved, and (e) Code, the narrator includes a code if there is to be a moral message to be learned from the story.¹⁹

4) The Grammatical Features

Narrative writing has some grammatical features that can be a guide to write a narrative writing, namely: (a) Focus on specific and usually individualized participants, (b) Use of material process, verbal process, relational process, and mental process, (c) Use of temporal conjunction and temporal circumstances, (d) Use of past tense, and (e) In creating imagination of reader, the writer uses descriptive language.

5) The Language Feature of Narrative Text

They are : (a) Noun; table, chair, etc, (b) Adjective formed noun phrase; two red apples, etc, (c) Time connectives; then, before, soon, etc, (d) Adverb and adverbial phrase; here, in the mountain, etc, (e) Action verb in past tense; stayed, dined, etc, (f) Saying verb and thinking verb; said, told, felt, etc.²⁰

2. Marathon Technique

a. Definition of Marathon Technique

According to Martens writing marathon is a thing of pedagogical beauty : elegant, simple, and powerful. It involves small groups of writers moving together

¹⁹Mark Anderson and Kathy Anderson, op. Cit., p.4.

²⁰*Ibid*, p.20.

through a landscape, writing and sharing along the way for a class period, and afternoon, a day, or longer.

According to Natalie Goldberg conceptualized the “Writing Marathon” in *Writing Down the Bones*: Everyone in the group agrees to commit himself or herself for the full time. Then we make up a schedule. For example, a ten minute writing session, another ten minute session, a fifteen minute session, two twenty minute sessions, and then we finish with a half-hour round of writing. So for the first session we all write for ten minutes and then go around the room and read what we’ve written with no comments by anyone.²¹

Writing marathon is event with several hours of dedicated writing time shifting locations.²² The writing marathons is a simple, powerful, adaptable writing in place activity that sits at the intersection between writing instruction, place conscious education, and community advocacy. This dissertation explores how marathons benefit teachers and students in a variety of contexts within these three areas.²³ Writing marathons were invented in the southeastern Louisiana Writing Project in the early 1990s and have been adapted for use in National Writing Project Institutes, classrooms, literary festivals, and writing groups throughout the country. They

²¹ Natalie Goldberg. *Writing Marathon Handout* article on Writing Marathons :Retrieved from <https://www.nwp.org/cs/public/print/resource/3162> Accessed at sunday, 4 march 2018.

²² Ricard Louth, Retrieved from https://www.ccgga.edu/uploaded/academic_Affairs/files/source/writingmarathon.pdf&ved Accessed at saturday, 3 march 2018.

²³ Susan R Martens Retrieved from <https://www.unl.edu/newp/writing-marathons> Accessed at saturday, 3 march 2018.

help writers experience the world as writers, generate new material, and to share writing in a supportive community.

According Louth writing marathon is really quite simple. It's about setting people loose to write. So emphasize the write a sentence writing. Yes, it involves small groups, a particular protocol for reading and responding, a common setting, some socializing, and a sense of community. And these things should be respected as part of the model that has made writing marathons so successful. However, I've seen leaders forget why writers gather together on a marathon, or at least confuse their priorities so that the writing takes second place to sightseeing, following an agenda, or bonding.

Leaders need to do their best to keep it simple, stick to the model, and keep peripheral things from taking over the focus or the energy of writers in the marathon. Leaders must be the ones to remember and emphasize that the writing marathon is not about sightseeing (though that can occur). It is not about having to go to a designated place or to write in a prescribed way or for a mandated amount of time. It is not about being with friends. It's simply about writing and enjoying the writing experience (even though what one writes on a marathon can often be challenging or distressing).²⁴

However, the marathon technique is really quite simple. It's simply about writing and enjoying the writing experience (even though what one writes on a marathon can often be challenging or distressing).

²⁴*Ricard Louth. A Guide for Writing Marathon Leaders*, article on Writing Marathons : Retrieved from <https://www.nwp.org/cs/public/print/resource/3162> Accessed at Sunday, 4 March 2018

b. Principles of Marathon Technique

Marathon technique inspired by the theory Cooperative Language Teaching. Cooperative Language Teaching (CLT) is part of a more general instructional approach also known as Collaborative Learning (CL). Cooperative Learning is an approach which use the maximum of grouping activities which involving pairs and group of learners in classroom All Cooperative Learning methods share the idea of working together as a team to learn and be responsible for their teammates' learning as well as their own in classroom. The idea of cooperative work, student team learning methods emphasize the use of team goals and team success, which can be achieved only if all members of the team learn the objectives being taught. In other words, the students' tasks are not to do something as a team, but to learn something as a team.

Some of the cooperative learning models can be used for teaching writing. Two examples of learning in teaching writing are team pair solo and round table or write round. Cooperative learning has been taught in some subjects in school. It gives us benefit to teach students how to be a good teamwork and responsibilities for their group.

Cooperative writing works well both process and genre-based approaches. Writing in groups, whether as part of a long process or as part of a short game-like communicative activity, can be greatly motivating for students, including as it does, not only writing, but research, discussion, peer evaluation and group pride in a group accomplishment. It is clear that writing in groups give more motivation for the students rather than they learn by their own.

Benefits of cooperative learning in teaching-learning in classroom. It can improve students-faculty interaction, student-student interaction, information retention, higher-level thinking skills, and attitudes toward subject, motivation to learn it and team work. The most important is it can increase both interpersonal and communication skill through team or group learning. Cooperative learning provides some techniques which demand students to think and speak individually and share to the other students. It shows their ability in delivering their purpose through both verbal and non-verbal communication.

Cooperative learning sought to do the following: (1) Raise the students' achievement, (2) Help teacher to build students' positive relationships among students through group discussion, (3) Give students the experiences for cognitive development, healthy social, and psychological, and (4) Change competitive organizational structure with a team-based and high-performance organizational structure.

There are several kinds of Cooperative Learning, they are; Jigsaw , Numbered-Heads Together, Round Robin Brainstorming, Round Table, Talking Chips, Team Pair Solo, Think-Pair-Share, Silent Cards Shuffle, Group Grid, and Three-Step Interview. Some of them are suitable with the writing activities. They are team-pair-solo and round table or write round.

c. Design of Marathon Technique

The design of Marathon technique do to help suburban teachers and student "learn to belong" by presenting them as a pedagogical platform for participating in flower's for forms of rhetorical agency. Marathons invite writers to speak up, speak against, speak for, and speak with people and place by shifting

people from their “normal” roles as suburban teachers and students to the roles of writers, shifting the focus of the connections they make to specific observations while writing in local places outside of the classroom, and providing opportunities for writers to share those connections as acts of community building both within and beyond the marathon itself.

Marathon help teachers and students shift out of their everyday roles and take on the roles of writers. Claiming this identity is pivotal for many marathon participants. Emphasizing the importance of claiming a writer’s identity, marathons usually begin with a teacher or facilitator asking participants to turn to one another and say, “I am a writer.” For students, embracing their identities as writers can be the most powerful benefit of the writing marathon by far. Often, learning to speak up through their writers’ voices is the shift that opens the door for learning many other things about writing and place-for speaking against, for, and with their places and communities.²⁵

d. Procedures of Marathon Technique

There are some procedures in using marathon technique on teaching reading, as follows: (1) Teacher makes a groups (7-8 persons), (2) Teacher writes the title is cinderella and write the first sentence on the white board, (3) All of groups continue to write the sentence from the first sentence until finish, (4) Teacher gives fifteen minute to prepare a fairy tale that, (5) If it is completed, the students must exchange result of them to another groups, and (6) The teacher chooses one student from every group as a leader come to the front of class and

²⁵Robert e. Brooke, *Writing Suburban Citizenship (place-conscious education and the conundrum of suburbia)*, syracuse university press, (2015), p. 49.

write the text on the white board and check together which the wrong from the text.

e. Advantages and Disadvantages of Marathon Technique

There are some advantages of the use of Marathon Technique in teaching reading, as following: (1) Make the students enthusiastic or active in learning, (2) make fun in the learning, (3) group in the learning can be motivate students who can't become able, lazy children become diligent, (4) make the students serious in the learning, and (5) make the students poured her idea in the learning.

There are some advantages of the use of Marathon Technique in teaching reading, as following: (1) limited time in applying marathon technique, (2) the learning atmosphere tends to be noisy or noisy because of the liveliness of the students, and (3) learners rush in the application of the marathon technique.

B. Related Study

There are several related studies that will be described below : the first previous research is "Using Pictures as Media to Improve The Students' Ability in Writing Descriptive Paragraph at Eleventh Grade of MA Al Washliyah Ismailiyah Medan". A Classroom Action Research of the Elevent grade at Al-Washliyah Ismailiyah Medan 2013/2014 academic year. It was written by AnijarSimanullang, a students of State Institute of Islamic Studies in the academic year 2013. He concluded that by using Pictures as Media could improve students' motivation, interest, and achievement.

The second previous research is Lisda Yanti, a students of State Institute of Islamic Studies in the academic year 2014, entitle "Improving The Students'

Ability in Writing Descriptive Text by Using Guided Note Taking Technique at Tenth Grade Students at Madrasah Aliyah Swasta (MAS) PAB Sampali Kecamatan Percut Sei Tuan Medan in the academic year 2013/2014". In this thesis he analyzed the the effectivity of using Guided Note Taking Technique in English teaching learning process.

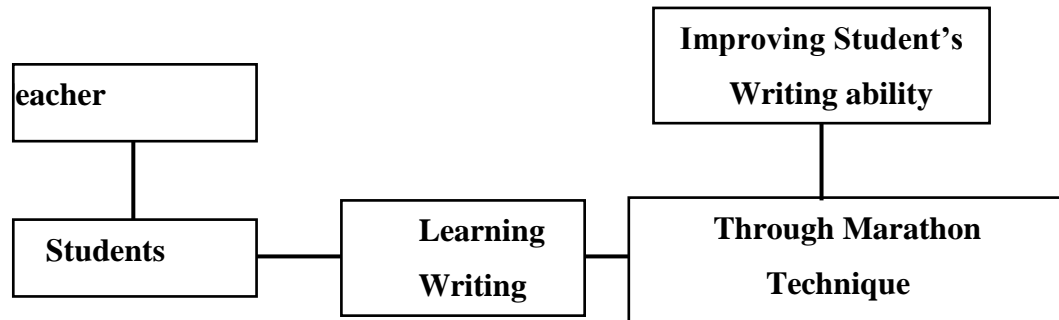
The another previous research is Muhammad Khairul siregar, a students of State Institute of Islamic Studies in the academic year 2014. Entitle "The Use of Students Team Achievement Division Strategy to Improve Students' Ability in Writing of Descriptive Text". He concluded that by using STAD technique could improve students' motivation, interest, and achievement. The implementation was reasonable because it could give motivation in learn English especially in Reading Comprehension.

C. Conceptual Framework

Based on the theoretcial framework, Marathon technique can improve the students' ability in writing because this technique teaches students ws motivation to find many vocabularies or knowledge that related to the subject in their writing. The purpose of this strategy, is to help students to they can write and arrange all of the information, so that they was help in making the narrative text.

Diagram I

**The scheme of using marathon technique in improving
students' ability in writing**



D. Actional Hypothesis

The hypothesis of this research is The Marathon Technique can improve the students' ability in writing Narrative text.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Setting

This research was conducted on August in academic year 2017-2018. The subject in this research is the students at eighth grade of Islamic Junior High School at MTs. Al-Jam'iyatul Washliyah Tembung. The address of school is at Besar Tembung Street No.78 Desa. Tembung Kec. Percut Sei Tuan Kab. Deli Serdang.

B. Data and Data Source

The data of this research is Classroom Action Research, consists of two kinds : quantitative and qualitative data. The quantitative data is analyze from the score of the students that was given to them and qualitative data is analyzed from the interview sheet, observation sheet and diary note during the teaching-learning process.

The data of this research was 40 students. The researcher chosen this location because some reasons, they was : (1) this school is not far from the researcher's house, (2) the English teacher never use Marathon technique in teaching writing, and (3) the English teacher still use the traditional method in teaching English.

While the data sources are students and collaborator, when teaching learning process activity. (1) Students was a learner, in this research students was the important object as a source of the data, (2) Teacher was a collaborator, the collaborator assisted the researcher in conducting the action research.

C. Research Method

This study would apply classroom action research. This research intended to reveal an effort to improve the learning process by using Marathon Technique in teaching writing at eight grade of Islamic Junior High School at Mts. Al-Washliyyah Tembung, then the use of classroom action research considered relevant in this research.

According to Kemmis and Taggart stated that action research is a form research reflection self that collectively do researcher in a social situation in order to improve reasoning and justice of thereon social or education practice, and social them, as they writing about this practice and toward place situation do this practice.²⁶

Goals to be achieved in procedure classroom action research (CAR) is to improve and repair learning practice that should do by teacher. teachers wish to improve aspect of their teaching or they want to evaluate their success or appropriate of certain in activities and procedures. Another goals that can achieved if implement classroom action research (CAR) is occur rehearsal process in position during occur classroom action research (CAR).²⁷

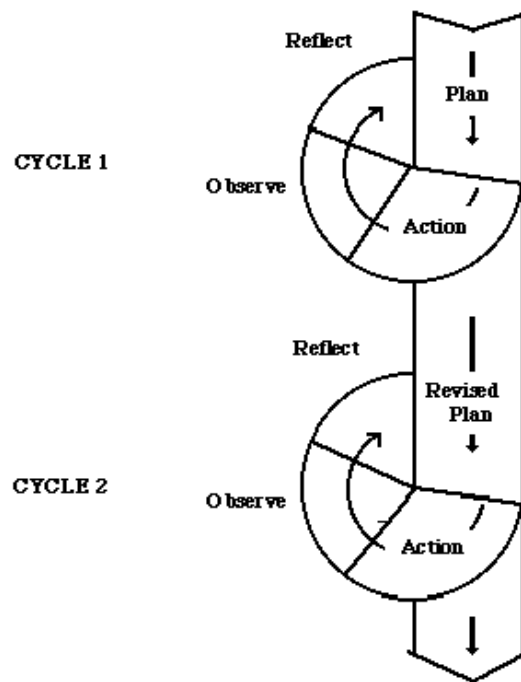
Based on theory on Classroom Action Research above, it concluded that the classroom action research is working, the application and activities to fact finding in solve the problem of social situation in improving the quality of action and analyze to the treatment. Thus, it involved four steps, namely: planning,

²⁶EffiAswitaLubis, (2015), *Metodologi Penelitian Pendidikan*. Bandung, IKAPI, p.147

²⁷Hj. RosmalaDewi. (2012). *Penelitian Pendidikan*. Medan Pascasarjana unimed, p. 134

action, observation, and reflection with each of these activities being systematically and self critically implement and interrelate.

Figure 3.1. Cycle of Classroom Action Research²⁸



The procedure of this research consisted of two cycles. Before going to cycle, the researcher conducts pre-test to students. Then, the researcher does the first cycle and second cycle. If the two cycles cannot improve the students' score. The researcher does the next cycle until the score of students can be achieved. The diagram above will be explained as follows:

Planning in this phase, the researcher conducted several meetings, teacher as friend to collaborate and cooperate discuss in action planning technique with make learning program activity. As for that do as follows: a). Make the

²⁸Tatang M. Amirin (2009). "Classroom action research (penelitian tindakankelas): Langkahawal."tatangmanguny.wordpress.com. Accessed on, 27th of March 2018

implementation plan of learning in accordance with the material being taught, b). Preparing instructional media in accordance that related with gist strategy, c). Making the question that will be given to each students based on the basic competence of the learning material, and d). Arrange the format of the observation sheet to be used.

Acting is the implementation of planning. The researcher will do everything that had been planned. Acting means a process of activity that is done or implementation of planning, in action. The researcher teaches how to improve the students' writing ability by Marathon Technique in the process of teaching and learning. At the end of action, reading comprehension test is administrated in order to measure how the students to be able to writing the text

Observing in this stage conducted an observation of how the learning process conducted by teacher. Implementation activities carried out during the learning process takes place, and after the learning takes place, when the implementation learning takes place that observed is the behavior of teachers and student behavior in learning process.

Reflecting in this stage of reflection the researcher performs data analysis about the learning process. The data obtained were assessed, what happen and the cause of the occurrence. And then the researcher looking for solution to resolve problem encountered so that action can run effectively and efficiently in the next cycle.

D. Technique of Collecting the Data

To collect the data, there are four techniques: (1) Observation, (2) Test, (3) Interview, and (4) Documentation. They was : Observation is the researcher conduct the observation to find out any related information to this study, they was: the location, facilities, teaching learning process, the condition of the students at the location of research. The researcher observation about the situation in the classroom while teaching-learning processes taking place.

Test is the test will be Pre-Test and Post-Test. Pre-Test will be the first test before the writer will be apply the outline technique and Post-Test will be the second test after the writer apply the marathon technique, to know how far the distinction of developing students' ability in writing. The test will make to measure students' writing ability.

Interview is a conversation aimed get information, usually it consist of two person or more. Interview was conduct to get information about students' ability in writing narrative text before giving treatment. The researcher did the interviews to the English teacher and the students by asking some question listen in the interview guide. The purpose of interview will be to collect the data about the students' difficulties in mastering writing descriptive text. So, interview will only conduct an analyzing situation. The English teacher and some students had been interview.

Documentation is one of source as documentation for researcher to catch every moment which considered important. The photography was taken while the teacher taught the students in front of the classroom. It was taken when the students did the writing descriptive test, and during the teaching learning process

in the classroom. From the photo will be found that the students were active and enthusiastic during the teaching learning process

E. Technique of Analyzing the Data

The technique of data analysis of this study is using qualitative and quantitative data. The qualitative data is analyzed from the interview sheet, observation sheet and diary note during the teaching-learning process. In addition, quantitative data is analyze from the score of the students that has been giving to them. The criteria of the test are content, organization, vocabulary, and language use.

To know the difference of the test success after using marathon technique the researcher applied the following t-test formula:

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N - (N - 1)}}$$

Where :

\bar{D} = Mean of difference of post-test 1 and post-test 2

D = Differences

N = Subject of students

While the qualitative data will be analyzed by Miles and Huberman. Qualitative data analysis consists of three components that constitute concurrent flows and activity: data Condensation, data display, and conclusion drawing and verification.²⁹

²⁹Andrea Daniel, (2010), *Perception Gaps between Headquarters and Subsidiary Managers: Differing Perspectives on Subsidiary Roles and Their Implications*, Wiesbaden: Gabler, p.138

1. Data Condensation

Data Condensation is the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written –up fields notes or transcriptions. It means that the researcher had been reducing the data before, during, after the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

2. Data Display

The next step is analyzing the data is data display. It is an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyzed what will happen with the data presented. In this study, the researcher will use the multiple choices in displaying the data, because it is most common data display will be used in qualitative research.

3. Conclusion Drawing and Verification

The last step of analysis that will draw conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the from description of the object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

F. Establishing Trustworthiness

Trustworthiness, according to Lincoln and Guba involves credibility, transferability, dependability, and confirmability. These four concepts are extension or adaptations, of the traditional categories of internal validity, external validity, reliability and objectivity.³⁰ The researcher only use the credibility, specifically in triangulation.

Triangulation refers to the idea that multiple sources bring more credibility to an investigation.³¹ There are four kinds of triangulation, they are : (a). Source triangulation, (b). Method triangulation, (c). Researcher triangulation, and (d). Theory triangulation. In this research, researcher will use source triangulation. The researcher only limits on the triangulation, namely: source triangulation and methodological triangulation.

³⁰ Clive Opie (2004), *Doing Educational Research*, USA: Sage Publication, p. 69

³¹ Marilyn Lichtman, (2010), *Qualitative Research in Education: A User's Guide*, USA: Sage Publications, p. 229

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The kinds of data were analyzed by qualitative and quantitative data. The qualitative data were taken from interview, observation sheet and photograph. The quantitative data was taken from the mean of the students' score in taking test. The researcher conducted in one class with 40 students. It was accomplished in two cycles. Each cycle consisted of four steps, they are planning, action, observation and reflection. The first cycle consisted of three meetings including pre-test, giving material and post-test I. The second cycle consisted of two meetings. They were given material and post-test II. The tests were given to the students were pre-test, post-test I in the first cycle and post-test II in the second cycle.

3. The Quantitative Data

The quantitative data were taken from the results of the test given to the students. The test given still relevant to the topic taught and discussed in the classroom in every cycle.

a. Pre-Test

The researcher gave a test. The test was given for the students before treatment of using marathon technique. The researcher noted that the score which passed of 80 was success depending on minimum mastery criteria- *Kriteria Ketuntasan Minimal* (KKM) in the school. It was found that the mean of students' score was kept improving from pre-test until post-test of second cycle. Here the students' score of Pre-test as follow:

Table 4.1

The Students' Score Before Treatment (Pre-Test)

No	Initial of Name	SCORE	
		Pre-Test	Criteria of Success ≥ 80
1	AM	70	Unsuccess
2	AYL	77	Unsuccess
3	AS	45	Unsuccess
4	ASR	80	Success
5	AZ	50	Unsuccess
6	AD	30	Unsuccess
7	ADKS	70	Unsuccess
8	AAS	30	Unsuccess
9	CMN	–	Unsuccess
10	DA	40	Unsuccess
11	DA	47	Unsuccess
12	DA	81	Success

13	DW	30	Unsuccess
14	EA	83	Success
15	E	40	Unsuccess
16	FZH	35	Unsuccess
17	FK	35	Unsuccess
18	HSS	40	Unsuccess
19	LM	30	Unsuccess
20	MAL	80	Success
21	NN	47	Unsuccess
22	NN	57	Unsuccess
23	NF	-	Unsuccess
24	NIS	57	Unsuccess
25	NRM	50	Unsuccess
26	RSN	50	Unsuccess
27	RY	47	Unsuccess
28	SA	45	Unsuccess

29	S	47	Unsuccess
30	S	–	Unsuccess
31	SK	30	Unsuccess
32	SRAH	30	Unsuccess
33	SA	30	Unsuccess
34	SK	60	Unsuccess
35	SLB	45	Unsuccess
36	S	40	Unsuccess
37	SDYL	82	Success
38	ST	30	Unsuccess
39	TSS	30	Unsuccess
40	YAD	73	Unsuccess
TOTAL	$\Sigma = 1.843$ M= 46,075		

From the table above, the students' who got point up 80 were 5, and 35 students' unsuccessful. In addition, the total score of the students' score was 1843 and the number of the students' who did the test were 40 students'.

b. Post-Test I

The researcher gave test in post-test I, the test was given after being thought by using information search strategy. The researcher found improvement of the students' who got point up 80 in post-test I of the cycle. Here the students' score in post-test I.

Table 4.2

The Students' Score In Post-Test I

No	Initial Of Name	Score	
		Post –Test I	Criteria of Success ≥80
1	AM	75	Unsuccess
2	AYL	80	Success
3	AS	79	Unsuccess
4	ASR	75	Unsuccess
5	AZ	80	Success
6	AD	82	Success
7	ADKS	55	Unsuccess
8	AAS	67	Unsuccess
9	CMN	81	Success
10	DA	80	Success

11	DA	67	Unsuccess
12	DA	80	Success
13	DW	50	Unsuccess
14	EA	62	Unsuccess
15	E	67	Unsuccess
16	FZH	90	Success
17	FK	75	Unsuccess
18	HSS	65	Unsuccess
19	LM	67	Unsuccess
20	MAL	75	Unsuccess
21	NN	55	Unsuccess
22	NN	80	Success
23	NF	55	Unsuccess
24	NIS	81	Success
25	NRM	80	Success
26	RSN	81	Success
27	RY	65	Unsuccess
28	SA	40	Unsuccess
29	S	52	Unsuccess
30	S	76	Unsuccess

31	SK	80	Success
32	SRAH	65	Unsuccess
33	LA	49	Unsuccess
34	SK	80	Success
35	SLB	80	Success
36	S	79	Unsuccess
37	SDYL	80	Success
38	ST	75	Unsuccess
39	TSS	71	Unsuccess
40	YAD	83	Success
TOTAL	$\Sigma X = 2.859$ $M = 71,475$		

From the table above, the students' who got point up 80 were 16, and 24 students' unsuccessful. In addition, the total score of the students' score was 2.859 and the number of the students' who did the test was 40 students'. From the data analysis above, the students' writing narrative text in post-test I was still low. It could be seen of the mean score of the student was 71,475. It's mean that the score did not get success categorize.

From the table above showed that the students' score was low. It could be seen from the mean of the students' 71,475. There were 16 students' passed the

test and 24 students' failed in the test. Because the students' ability in writing narrative text post-test I in the first cycle was categorized unsucces, the researcher would continue in the second cycle.

c. Post-Test II

The researcher chose to continue the research in cycle two. The aim was to improve the students' score in writing narrative text after doing post-test in the first cycle. Here the students' score of post-test in the second cycle.

Table 4.3

The Students' Score In Post-Test II

NO	Initial of Name	SCORE	
		Post-Test II	CriteriaOf Success ≥80
1	AM	80	Success
2	AYL	85	Success
3	AS	79	Unsuccess
4	ASR	80	Success
5	AZ	90	Success
6	AD	85	Unsucces
7	ADKS	79	Unsuccess
8	AAS	80	Success
9	CMN	82	Success

10	DA	85	Unsuccess
11	DA	83	Success
12	DA	84	Success
13	DW	77	Unsuccess
14	EA	80	Success
15	E	81	Success
16	FZH	93	Success
17	FK	79	Unsuccess
18	HSS	83	Success
19	LM	79	Unsuccess
20	MAL	85	Success
21	NN	76	Unsuccess
22	NN	83	Success
23	NF	80	Success
24	NIS	85	Success
25	NRM	85	Success
26	RSN	85	Success
27	RY	67	Unsuccess
28	SA	71	Success
29	S	83	Success

30	S	80	Success
31	SK	85	Success
32	SRAH	81	Success
33	LA	75	Unsuccess
34	SK	91	Success
35	SLB	81	Success
36	S	85	Success
37	SDYL	82	Success
38	ST	81	Success
39	TSS	80	Success
40	YAD	89	Success
TOTAL	$\Sigma X = 3.274$ M= 81,85		

From the data of post-test II, the students' that got success the test were 30, and the students' did not get success were 10. The total score of the students' was 3.274 and the number of students' who took the test was 40. It means that the score was categorized success. The percentage of students who were success in writing text.

Table 4.4

The students' score on Pre-Test, Post-Test I, and Post Test II

No	Initial Name	Values		
		Pre –Test	Post – Test I	Post – Test II
1	AM	70	75	80
2	AYL	77	80	85
3	AS	45	79	79
4	ASR	80	75	80
5	AZ	50	80	90
6	AD	30	82	85
7	ADKS	70	55	79
8	AAS	30	67	80
9	CMN	-	81	82
10	DA	40	80	85
11	DA	47	67	83
12	DA	81	80	84
13	DW	30	50	77
14	EA	83	62	80
15	E	40	67	81
16	FZH	35	90	93
17	FK	35	75	79
18	HSS	40	65	83
19	LM	30	67	79

20	MAL	80	75	85
21	NN	47	55	76
22	NN	57	80	83
23	NF	-	55	80
24	NIS	57	81	85
25	NRM	50	80	85
26	RSN	50	81	85
27	RY	47	65	67
28	SA	45	40	71
29	S	47	52	83
30	S	-	76	80
31	SK	30	80	85
32	SRAH	30	65	81
33	LA	30	49	75
34	SK	60	80	91
35	SLB	45	80	81
36	S	40	79	85
37	SDYL	82	80	82
38	ST	30	75	81
39	TSS	30	71	80

40	YAD	73	83	89
TOTAL	$\sum X = 1.843$ M= 46,075	$\sum X = 2.859$ M=71,475	$\sum X = 3.274$ M= 81,85	

Table 4.5

**The Statistic Analysis of the Students' Score Post Test in First and
Second Cycle**

Number	Post Test 1	Post Test 2	D	D²
1	75	80	5	25
2	80	85	5	25
3	79	79	0	0
4	75	80	5	25
5	80	90	10	100
6	82	85	3	9
7	55	79	24	576
8	67	80	13	169
9	81	82	1	1
10	80	85	5	25
11	67	83	16	256
12	80	84	4	16
13	50	77	27	729
14	62	80	18	324
15	67	81	14	196

16	90	93	3	9
17	75	79	4	16
18	65	83	18	324
19	67	79	12	144
20	75	85	10	100
21	55	76	21	441
22	80	83	3	9
23	55	80	25	625
24	81	85	4	16
25	80	85	5	25
26	81	85	4	16
27	65	67	2	4
28	40	71	31	961
29	52	83	31	961
30	76	80	4	16
31	80	85	5	25
32	65	81	16	256
33	49	75	26	676
34	80	91	11	121
35	80	81	1	1
36	79	85	6	36
37	80	82	2	4
38	75	81	6	36
39	71	80	9	81

40	83	89	6	36
	TOTAL	$\Sigma D = 415$	$\Sigma D^2 = 7415$	

From the last computation have been found that :

$$D = \frac{415}{40} = 10,37$$

$$40$$

As follow :

$$T = \frac{\bar{x}}{\sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n - (n - 1)}}$$

$$T = \frac{10,37}{\sqrt{\frac{\sum 7415 - \frac{(\sum 415)^2}{40}}{40 - (40 - 1)}}$$

$$T = \frac{10,37}{\sqrt{\frac{\sum 7415 - (\frac{172225}{40})}{1560}}$$

$$T = \frac{10,37}{\sqrt{\frac{\sum 7415 - \frac{4305,625}{40}}{1560}}$$

$$T = \frac{10,37}{\sqrt{4,750,445}}$$

$$T = \frac{10,37}{2,1795} = 4,7579$$

Form the computation above, it could be seen that the coefficient of t – observation = 4,7579.

Based on the table above, the result of analysis data showed that there was an improvement on the students' achievement in writing narrative text. It was showed from the mean of pre-test was 46,075 the mean post-test I in the first cycle was 71,475 and the mean of post-test II in the second cycle was 81,85. From the data, it indicated that using marathon technique in learning narrative text in writing was effective, and the data above can be concluded that the students' achievement in writing narrative text have been increased by using marathon technique.

4. The Qualitative data

The qualitative data was analyzed from observation sheet and interview sheet. The research was done in to cycles, and each cycle consists of two meetings and one test.

a. Cycle I

The researcher also have done some steps in the first cycle, they were planning, action, observing and reflection. Here the activities that have done in every steps:

Planning

In this step, the researcher had prepared all of the materials about the fairy tale that was used in the learning process, such as: (1) preparing observation guide, (2) interview guide, (3) conducting the test, (4) preparing the material that

was used in marathon technique (board marker, eraser, relevant text, and etc), and (5) preparing the camera to take the photograph.

There were some points that had been done by the researcher, all the points are put in the lesson plan, they were: competency standard, basic competences, indicator, the objectives of learning, prepare the text in subject matter, learning method, steps of learning activities, learning sources, assessment.

Action

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities that had done by the researcher, they were: (1). The researcher did appreciation by greeting the students , instructing to praying before start the learning process , checking the students' attendance list, and checking the cleanness of the classroom. (2) The researcher explained the objectives of learning.

All plan that had arranged were conducted in teaching learning process in writing narrative text by using marathon technique. (1) explained of narrative text. (2) Gave the example of narrative text. (3) Applied marathon technique. Before teacher gave them a test in cycle I, teacher and students' concluded the material together.

And the last activity of the action was closing part. In closing there were some activities that had done by the researcher, they were: (1) The researcher gave the conclusion about the lesson, (2) The researcher closed the meeting by saying the greetings.

Observation

The observation was done to observe how the students' behavior and what the students' problem during the teaching learning process. Most of the students' had participated effectively during teaching and learning process and also when they did marathon technique in the class although some of them still lack and of understanding about narrative text. It was found that the some students' faced difficulties to write a narrative text. They still confused to understand about it. Because of that, some students' still made noise, and try to cheat their friends' worksheet.

Reflecting

Reflection was the feedback of teaching learning process that was taken from the result of observation, interview, test and documentation. The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students about how they are felling in writing the text by using marathon technique, the problems in writing, all of it that would be asked by the researcher in the end of meeting.

Through the reflection, the researcher knew the result of the students after did the test. The researcher was remake the new materials in the second cycle to made the students focus in study writing, and the researcher would change the steps in activities while learning to make students not only focus for researcher's behavior but focus on the material and explanation.

From the students' information and the students' score above, the researcher stated that it is continued in cycle two in hoping to be better than before. The second cycle was held to achieve the improvement score of the students in writing narrative text.

b. Cycle II

The researcher chosen to continue the research in the second cycle. The aim of second cycle was to improve the students' score in writing narrative text in the post test of the first cycle. Then, the researcher added some activities in the second cycle that have done while teaching writing narrative text in four steps: planning, action, observing, and reflecting.

Planning

In this phase, the researcher prepared lesson plan and emphasized the teaching learning process in teaching at writing narrative text. In this cycle, the researcher explained more deeply about the material in supposed the students' could improve and knew well about explanation at writing narrative text from the researcher. Besides that, the researcher as the teacher used the strategy to make the students' more interested and developed their creativity and also more focused in the material. The researcher also created the supportive situation in the class during teaching learning process.

Action

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1). The researcher did appreciation by greeting the students , instructing the praying before start in the learning process , checking the students' attendance list, and checking the cleanness of the classroom. (2) The researcher explained the objectives of learning.

In the main activity, there were some activities had done by the researcher, they were:. (1) The researcher explained about narrative text, (2)Give some example to make the students' more understood, (3)They were know the generic structure of narrative text, (4)The teacher was applied marathon technique to increasing their ability in writing narrative text,(5) The teacher ask the students' to write narrative text in paper in each their group.

The last activity of action was closing. In closing there were some activities that had done by researcher, they were: (1)The researcher gave appreciation to the efforts and result of students, (2)The researcher closed the meeting by saying the greetings.

Observation

The observation was still done for the last time. The activity of students' was observed and it showed that most of the students' did not have problems anymore about the meaning of the words. They liked to learn about writing descriptive text by using information search strategy which given by teacher. They were active during teaching learning process and more enthusiastic than before.

Reflection

In this step, the feedback of teaching learning process was taken from the result of interview, observation, test and photograph. The researcher concluded that the researcher found the students' score improved after checked the students' test, and the researcher's ability in teaching writing narrative text showed the improvement too.

The researcher motivated the students, it made the students' score improved. Most of students' score improved from the first test to the third test. It made the

researcher felt to stop until this cycle (cycle II) because the students' score in the second cycle had improved than in the first cycle. improved using marathon technique.

B. Discussion

The research was conducted to find out the improving of students' writing narrative text through marathon technique. The marathon technique was one of many technique which can be used by the researcher in teaching English especially to help the students to writing narrative text.

The research that had been done by the researcher indicated that marathon technique was effective or could be used in teaching writing. It could be seen from the tables that showed us the improvement of students' score from pre-test, post-test of cycle I and post-test of cycle II. The improvement because of the teacher knew how to control the class. Besides that, marathon technique helped the students to understand the subject easily.

Based on quantitative data could be seen the students' achievement in writing narrative text improved and become well in the first meeting to the next meeting. The mean of the students' score in the pre-test was 46,075, the mean of students' score in post-test I was 71,475 and the mean of the students' score in post-test II was 81,85.

Based on the data qualitative, it was taken from the result of observation and interview. It was found that the class ran effectively and the students more active while learning. The students focused and paid attention to the researcher when the researcher explained about the lesson. And the students were

enthusiastic and interested in learning English. Then, there was the improvement of the researcher in teaching English especially writing narrative text. It could be proven from the result of observation that the researcher could activate the students in learning. It made the students' score improved and achieved the target (KKM). It indicated that the implementation of marathon technique can help the students in writing narrative text.

From the explanation above, the research could be concluded that the implementation of marathon technique can improve the students' in writing narrative text.. It could be seen from quantitative data which the students' score got better in every test: pre test, post test I, and post test II. And also it could be showed by the qualitative data which prove the researcher could control the class better and the students were active and interested in learning English and easy to in writing narrative text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, it could be concluded that teaching writing narrative text by using marathon technique could improve the students' achievement in writing narrative text. Based on writing test of the students in narrative text by using marathon technique could improve the students' achievement in writing narrative text. It could be seen that the higher score of writing test was 93. Before using marathon technique the students' achievement in writing narrative text was low. It could be seen that 5 students who passed the test and 35 students failed in the test.

Because marathon technique was effective and efficient to the students in improving their achievement in writing narrative text. This technique was effective because the students could write thesis, argument, and recommendation. The scoring of students' writing test in content, organization, vocabulary, language use and mechanics was very good to excellent and average to good. This technique was efficient because the researcher did not need many things to each narrative text and the students were enjoyable and enthusiastic in learning teaching process. It could be proven from observation sheet and interview sheet.

B. Suggestions

Based on the result of this research, the researcher suggests that:

1. For the headmaster,can suggest the English teacher to apply the marathon technique in teaching writing because the result of this research showed that the gist strategy can improve the students' in writing.
2. For the English teachers in this school try to use marathon technique in teaching English especially writing. And the researcher suggest that as a teacher should be always learn to understanding the students, and upgrade the skill in teaching to create the best generation in future.
3. For the students was expected to improve and always exercise the ability especially in writing because it is important thing in getting information in written text.
4. For the next researchers,can be a reference as a new researchers and the gist strategy can conducted in the other school.

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Appendix 1

SIKLUS I

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs. AL-Jam'iyatul Washliyah

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Standar Kompetensi : 12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk narrative.

Aspek/Skill : Menulis

Alokasi Waktu : 2 x 40 menit (2 x pertemuan)

1. Indikator :

- a. Mengetahui fungsi kalimat narrative
- b. Mengetahui ciri kebahasaan teks narrative
- c. Menulis teks pendek sederhana dalam bentuk narrative dengan langkah retorika yang benar

2. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat :

- a. Mengetahui fungsi kalimat narrative

- b. Mengetahui ciri kebahasaan teks narrative
- c. Menulis teks pendek sederhana dalam bentuk narrative dengan langkah retorika yang benar

3. Pengembangan Karakter :

Macam-macam karakter yang dikembangkan yaitu :

- a. Tanggung jawab
- b. Religious
- c. Kreatif
- d. Percaya diri

4. Materi Pembelajaran :

- a. Narrative adalah teks yang menceritakan sesuatu yang imajinatif atau sesuatu yang hanya khayalan belaka dan tujuannya hanya untuk menghibur pembaca.
- b. Fungsi narrative teks adalah untuk menghibur pendengar atau pembaca tentang suatu kisah atau cerita masa lampau yang bertalian dengan pengalaman nyata, khayal atau peristiwa-peristiwa pelik yang mengarah ke suatu krisis, yang pada akhirnya menemukan suatu penyelesaian.
- c. Generic structure / ciri-ciri narrative teks : Orientation, Complication, Resolution.

5. Metode Pembelajaran :

Marathon Technique

6. Kegiatan Pembelajaran :

Pertemuan Ke I:

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu

pendahu luan	Greeting <ol style="list-style-type: none"> Memberi salam dan tegur sapa Cek kehadiran siswa Menanyakan materi apa yang sudah dipelajari Guru menyampaikan tujuan pembelajaran yang akan dipelajari 	10 menit
Kegiata n Inti	Eksplorasi dan Elaborasi <ol style="list-style-type: none"> Guru memperlihatkan cerita fairy tale kepada siswa sebelum masuk ke materi Guru menjelaskan ciri-ciri kebahasaan teks narrative dengan menggunakan media Siswa diberikan tugas Siswa mengerjakan tugas yang telah diberikan guru Konfirmasi <ol style="list-style-type: none"> Siswa menulis teks narrative secara individual tentang cerita dongeng dengan tema cinderella 	60 menit
Penutup	<ol style="list-style-type: none"> Guru menanyakan kesulitan siswa saat belajar Guru dan siswa melakukan reflection yaitu menanyakan kembali apa yang telah mereka 	10 menit

	<p>pelajari tadi, apakah siswa sudah mengerti tentang teks narrative.</p> <p>c. Guru mengakhiri pelajaran dengan mengucapkan salam.</p>	
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Pertemuan Ke II :

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Greeting</p> <p>a. Memberi salam dan tegur sapa</p> <p>b. Cek kehadiran siswa</p> <p>c. Menanyakan materi apa yang sudah dipelajari</p> <p>d. Guru menyampaikan tujuan pembelajaran yang akan dipelajari</p>	10 menit
Kegiatan Inti	<p>Eksplorasi dan Elaborasi</p> <p>a. Guru memperlihatkan cerita fairy tale kepada siswa sebelum masuk ke materi</p> <p>b. Guru menjelaskan ciri-ciri kebahasaan teks narrative dengan menggunakan media</p> <p>c. Guru membagi siswa kedalam beberapa kelompok</p> <p>d. Guru memberikan materi pelajaran kepada siswa dan menentukan pemimpin kelompok</p>	60 menit

	<p>e. Setiap kelompok harus menguasai materi yang telah diberikan, serta mampu memahami materi tersebut</p> <p>f. Setiap pemimpin kelompok harus menjelaskan kelompok lain tentang materi yang di pahami oleh kelompok tersebut.</p> <p>g. Setiap kelompok mendiskusikannya kembali dan memberi tanggapan terhadap kelompok lain dan siswa diminta untuk bertanggung jawab memahami semua materi yang telah dididiskusikan.</p> <p>Konfirmasi</p> <p>a. Siswa menulis teks narrative secara kelompok tentang cerita dongeng dengan tema cinderella</p>	
Penutup	<p>a. Guru menanyakan kesulitan siswa saat belajar</p> <p>b. Guru dan siswa melakukan reflection yaitu menanyakan kembali apa yang telah mereka pelajari tadi, apakah siswa sudah mengerti tentang teks narrative.</p> <p>c. Guru mengakhiri pelajaran dengan mengucapkan salam.</p>	10 menit

7. Sumber Belajar :

Sumber : buku

Alat : white board, board marker, kertas

8. Penilaian :

- a. Teknik : teks tertulis
- b. Bentuk instrument : Free Writing
- c. Instrument : Write a narrative text about the fairy tale with theme cinderella

Medan, Agustus 2018

Mengetahui,

Kepala MTs.

AL-Jam'iyatul Washliyah

Guru Pamong

Peneliti

Muhammad Yunus S.Ag
NIP.

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Fitri Syahira
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Appendix 2

SIKLUS II

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs. AL-Jam'iyatul Washliyah

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Standar Kompetensi : 12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk narrative.

Aspek/Skill : Menulis

Alokasi Waktu : 2 x 40 menit (2 x pertemuan)

1. Indikator :

- a. Mengetahui fungsi kalimat narrative
- b. Mengetahui ciri kebahasaan teks narrative
- c. Menulis teks pendek sederhana dalam bentuk narrative dengan langkah retorika yang benar

2. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat :

- a. Mengetahui fungsi kalimat narrative

- b. Mengetahui ciri kebahasaan teks narrative
- c. Menulis teks pendek sederhana dalam bentuk narrative dengan langkah retorika yang benar

3. Pengembangan Karakter :

Macam-macam karakter yang dikembangkan yaitu :

- a. Tanggung jawab
- b. Religious
- c. Kreatif
- d. Percaya diri

4. Materi Pembelajaran :

- a. Narrative adalah teks yang menceritakan sesuatu yang imajinatif atau sesuatu yang hanya khayalan belaka dan tujuannya hanya untuk menghibur pembaca.
- b. Fungsi narrative teks adalah untuk menghibur pendengar atau pembaca tentang suatu kisah atau cerita masa lampau yang bertalian dengan pengalaman nyata, khayal atau peristiwa-peristiwa pelik yang mengarah ke suatu krisis, yang pada akhirnya menemukan suatu penyelesaian.
- c. Generic structure / ciri-ciri narrative teks : Orientation, Complication, Resolution.

5. Metode Pembelajaran :

Marathon Technique

6. Kegiatan Pembelajaran :

Pertemuan Ke I:

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu

pendahu luan	Greeting <ol style="list-style-type: none"> Memberi salam dan tegur sapa Cek kehadiran siswa Menanyakan materi apa yang sudah dipelajari Guru menyampaikan tujuan pembelajaran yang akan dipelajari 	10 menit
Kegiata n Inti	Eksplorasi dan Elaborasi <ol style="list-style-type: none"> Guru memperlihatkan cerita fairy tale kepada siswa sebelum masuk ke materi Guru menjelaskan ciri-ciri kebahasaan teks narrative dengan menggunakan media Siswa diberikan tugas Siswa mengerjakan tugas yang telah diberikan guru Konfirmasi <ol style="list-style-type: none"> Siswa menulis teks narrative secara individual tentang cerita dongeng dengan tema cinderella 	60 menit
Penutup	<ol style="list-style-type: none"> Guru menanyakan kesulitan siswa saat belajar Guru dan siswa melakukan reflection yaitu menanyakan kembali apa yang telah mereka 	10 menit

	<p>pelajari tadi, apakah siswa sudah mengerti tentang teks narrative.</p> <p>c. Guru mengakhiri pelajaran dengan mengucapkan salam.</p>	
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Pertemuan Ke II :

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Greeting</p> <p>a. Memberi salam dan tegur sapa</p> <p>b. Cek kehadiran siswa</p> <p>c. Menanyakan materi apa yang sudah dipelajari</p> <p>d. Guru menyampaikan tujuan pembelajaran yang akan dipelajari</p>	10 menit
Kegiatan Inti	<p>Eksplorasi dan Elaborasi</p> <p>a. Guru memperlihatkan cerita fairy tale kepada siswa sebelum masuk ke materi</p> <p>b. Guru menjelaskan ciri-ciri kebahasaan teks narrative dengan menggunakan media</p> <p>c. Guru membagi siswa kedalam beberapa kelompok</p> <p>d. Guru memberikan materi pelajaran kepada</p>	60 menit

	<p>siswa dan menentukan pemimpin kelompok</p> <p>e. Setiap kelompok harus menguasai materi yang telah diberikan, serta mampu memahami materi tersebut</p> <p>f. Setiap pemimpin kelompok harus menjelaskan kelompok lain tentang materi yang di pahami oleh kelompok tersebut.</p> <p>g. Setiap kelompok mendiskusikannya kembali dan memberi tanggapan terhadap kelompok lain dan siswa diminta untuk bertanggung jawab memahami semua materi yang telah didiskusikan.</p> <p>Konfirmasi</p> <p>a. Siswa menulis teks narrative secara kelompok tentang cerita dongeng dengan tema cinderella</p>	
Penutup	<p>a. Guru menanyakan kesulitan siswa saat belajar</p> <p>b. Guru dan siswa melakukan reflection yaitu menanyakan kembali apa yang telah mereka pelajari tadi, apakah siswa sudah mengerti tentang teks narrative.</p>	10 enit

	c. Guru mengakhiri pelajaran dengan mengucapkan salam.	
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7. Sumber Belajar :

Sumber : buku

Alat : white board, board marker, kertas

8. Penilaian :

a. Teknik : teks tertulis

b. Bentuk instrument : Free Writing

c. Instrument : Write a narrative text about the fairy tale with theme cinderella

Medan, Agustus 2018

Mengetahui,

Kepala MTs.

AL-Jam'iyatul Washliyah

Guru Pamong

Peneliti

Muhammad Yunus S.Ag
NIP.

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Appendix 3

Pre-Test

Name :

Class :

Day/Date :

Instructions !

Write narrative text with theme Cinderella

Appendix 4

Post-Test I

Name :

Class :

Day/Date :

Instructions !

Write narrative text with theme Cinderella

Appendix 5

Post-Test II

Name :

Class :

Day/Date :

Instructions !

Write narrative text with theme The Princess and the Dragon

Appendix 6

OBSERVATION SHEET

The Observation Sheet of Teachers' activity in Cycle I

o	Point Observation				
	<p>Beginning Activities :</p> <ul style="list-style-type: none">- Teacher comes on time- Teacher greets the students- Teacher absents the students- Teacher motivate the students in learning				
	<p>Main Activities :</p> <ul style="list-style-type: none">- Teacher explain about writing narrative text- Teacher give example- Teacher give oppurtunities for students to ask if they not understand- Teacher uses teaching media				
	<p>Organizing time, students and learning resources :</p> <ul style="list-style-type: none">- Teacher pairs the students- Teacher give task to the students- Teacher monitors all group- Teacher organizing the students				

	<ul style="list-style-type: none"> - Teacher manage and use learning sources 				
4	<p>Doing assessment process and result :</p> <ul style="list-style-type: none"> - Teacher doing assessment process during learning process - Doing assessment in the last learning process 				
3	<p>Last Activities :</p> <ul style="list-style-type: none"> - Teacher concludes the material - Teacher provide to follow up 				

Note :

Put cheecklist (√) in column 1, 2, 3 and 4 based on your observation.

1 : Bad 2 : Enough 3 : Good 4 : Very Good

Score = the value number of activity

Medan,.....,..... 2018

Mengetahui

Guru Bahasa Inggris

Peneliti

Evy Hastuty Hrp.SS

Fitri Syahira

Appendix 7

OBSERVATION SHEET

The Observation Sheet of Teachers' activity in Cycle II

o	Point Observation				
	<p>Beginning Activities :</p> <ul style="list-style-type: none">- Teacher comes on time- Teacher greets the students- Teacher absents the students- Teacher motivate the students in learning				
	<p>Main Activities :</p> <ul style="list-style-type: none">- Teacher explain about writing narrative text- Teacher give example- Teacher give oppurtunities for students to ask if they not understand- Teacher uses teaching media				
	<p>Organizing time, students and learning resources :</p> <ul style="list-style-type: none">- Teacher pairs the students- Teacher give task to the students- Teacher monitors all group- Teacher organizing the students				

	<ul style="list-style-type: none"> - Teacher manage and use learning sources 				
4	<p>Doing assessment process and result :</p> <ul style="list-style-type: none"> - Teacher doing assessment process during learning process - Doing assessment in the last learning process 				
3	<p>Last Activities :</p> <ul style="list-style-type: none"> - Teacher concludes the material - Teacher provide to follow up 				

Note :

Put cheecklist (√) in column 1, 2, 3 and 4 based on your observation.

1 : Bad 2 : Enough 3 : Good 4 : Very Good

Score = the value number of activity

Medan,.....,..... 2018

Mengetahui

Guru Bahasa Inggris

Peneliti

Evy Hastuty Hrp.SS

Fitri Syahira

Appendix 8

OBSERVATION SHEET

The Observation Sheet of Students' activity in Cycle I

o	Point Observed	C ycle I 1			
	Students comes to the class on time				
	Students answer the teacher's greeting				
	Students are enthusiastic in learning learning process				
	Students listen to the students explanation attentively				
	Students do all the task cooperatively				
	Every group always using English in group discussion				
	Students are actively involved in the class				
	Students actively give their opinion				
	The students ask question if they do not know				
	Student's pay attention to the				

0	teacher explanation				
---	---------------------	--	--	--	--

Note :

Put cheecklist (√) in column 1, 2, 3 and 4 based on your observation.

1 : Bad 2 : Enough 3 : Good 4 : Very Good

Medan,.....,..... 2018

Mengetahui

Guru Bahasa Inggris

Peneliti

Evy Hastuty Hrp.SS

Fitri Syahira

Appendix 9

OBSERVATION SHEET

The Observation Sheet of Students' activity in Cycle II

No	Point Observed	Cycle II 1			
1	Students comes to the class on time				
2	Students answer the teacher's greeting				
3	Students are enthusiastic in learning learning process				
4	Students listen to the students explanation attentively				
5	Students do all the task cooperatively				
6	Every group always using English in group discussion				

7	Students are actively involved in the class				
8	Students actively give their opinion				
9	The students ask question if they do not know				
10	Student's pay attention to the teacher explanation				

Note :

Put checklist (✓) in column 1, 2, 3 and 4 based on your observation.

1 : Bad 2 : Enough 3 : Good 4 : Very Good

Medan,.....,..... 2018

Mengetahui

Guru Bahasa Inggris

Peneliti

Evy Hastuty Hrp.SS

Fitri Syahira

Appendix 10

The Result of Interview before First Cycle with Teacher

The researcher: Menurut ibu, bagaimana kondisi siswa selama proses pembelajaran bahasa inggris di kelas ?

The collaborator : kurang aktif dalam pembelajaran writing

The researcher: Bagaimana kemampuan siswa ibu dalam pelajaran bahasa inggris terutama menulis (writing) ?

The collaborator : Menurut saya, writing siswa itu masi rendah. Dapat terlihat dari respon para siswa yang kurang positif ketika saya sedang mengajarkan mereka tentang writing itu sendiri.

The researcher: Ketika menulis teks bahasa inggris, kesulitan apa yang sering dialami siswa ?

The collaborator : kesulitannya itu ketika mereka menulis tidak tahu arti dari tulisan mereka

Appendix 11

The Result of Interview in the First Cycle with Teacher

The researcher : Selain pemahaman siswa, apakah ada hal lain yang menunjukkan peningkatan writing siswa?

The collaborator : Iya ada, keaktifan siswa terlihat saat proses pembelajaran writing.

The researcher : Apakah siswa tertarik untuk mengikuti proses pembelajaran writing dengan marathon technique ini?

The collaborator : Sebagian dari siswa tertarik dengan strategi ini

The researcher : Dalam interaksi antara siswa dan guru, apakah siswa ikut berpartisipasi aktif dalam proses pembelajaran?

The collaborator : Sebagian siswa ikut andil dalam berpartisipasi aktif ddalam proses pembelajaran, namun sebagian lain, masih menyibukkan diri dengan kegiatan mereka sendiri seperti: bercerita dengan teman, dan lain sebagainya.

The researcher :Apakah guru memperhatikan siswa saat pembelajaran writing berlangsung?

The collaborator : Iya, namun guru belum data mengontrol seluruh siswa sehingga proses pembelajaran kurang efektif.

Appendix 12

The Result of Interview in the Second Cycle with Teacher

The researcher : Selain pemahaman siswa, apakah dalam siklus II ini ada hal lain yang menunjukkan peningkatan dalam writing mereka?

The collaborator : Iya ada, keaktifan siswa sangat meningkat pada siklus II ini.

The researcher : Apakah siswa semakin tertarik untuk mengikuti proses pembelajaran writing dengan marathon technique ini?

The collaborator : Iya, yang tadinya hanya sebagian siswa yang tertarik dengan strategy ini, pada siklus II ini lebih banyak siswa yang tertarik.

The researcher : Dalam interaksi antara siswa dan guru, apakah siswa ikut berpartisipasi aktif dalam proses pembelajaran?

The collaborator : Tentu, hampir seluruh siswa berpartisipasi aktif dalam proses pembelajaran, mereka mempehatikan saat guru menjelaskan materi.

The researcher : Bagaimana hasil belajar para siswa dalam writing setelah menggunakan marathon technique?

The collaborator : Ada peningkatan yang signifikan, terlihat cara siswa mengerjakan soal dengan kemampuan mereka masing-masing. Antusia mereka juga sangat tinggi dalam belajar writing dengan menggunakan marathon technique ini.

Appendix 13

The First Interview with Students

The researcher : Apakah kamu suka dalam belajar writing?

The student I : Suka, karena saya suka menulis.

The students II : Kurang suka, karena saya kurang tau bagaimana caranya menulis dalam bahasa Inggris.

The student III : Tidak suka, karena saya kurang biasa berbahasa Inggris dalam menulis.

The student IV : Tidak, karena belum terbiasa jadi tidak semangat

The student V : Kadang, karena tidak suka sama pelajarannya.

Appendix 14

The Last Interview with Students

The Researcher : Apakah kamu mudah memahami dalam mencari ide utama dari teks yang kamu baca?

The student I : Ya, karena miss menjelaskan dengan paham.

The student II : Iya, saya sangat memahaminya karena miss sudah menjelaskan satu persatu dengan jelas.

The student III : Mudah, karena sudah dijelaskan miss.

The student IV : Ya, karena miss menjelaskan secara detail.

The student V : Iya, saya mudah memahami ide utama dari text nggak tau kenapa mudah aja gitu.

Appendix 15

The Students' Score Before Treatment (Pre-Test)

No	Initial of Name	SCORE	
		Pre-Test	Criteria of Success ≥ 80
1	2	3	4
1	AM	70	Unsuccess
2	AY L	77	Unsuccess
3	AS	45	Unsuccess
4	ASR	80	Success
5	AZ	50	Unsuccess
6	AD	30	Unsuccess
7	AD KS	70	Unsuccess
8	AAS	30	Unsuccess
9	CM N	—	Unsuccess
10	DA	40	Unsuccess

11	DA	47	Unsuccess
12	DA	81	Success
1	2	3	4
13	DW	30	Unsuccess
14	EA	83	Success
15	E	40	Unsuccess
16	FZH	35	Unsuccess
17	FK	35	Unsuccess
18	HSS	40	Unsuccess
19	LM	30	Unsuccess
20	MA L	80	Success
21	NN	47	Unsuccess
22	NN	57	Unsuccess
23	NF	-	Unsuccess
24	NIS	57	Unsuccess
25	NR M	50	Unsuccess

26	RSN	50	Unsuccess
27	RY	47	Unsuccess
28	SA	45	Unsuccess
1	2	3	4
29	S	47	Unsuccess
30	S	–	Unsuccess
31	SK	30	Unsuccess
32	SRA H	30	Unsuccess
33	SA	30	Unsuccess
34	SK	60	Unsuccess
35	SLB	45	Unsuccess
36	S	40	Unsuccess
37	SDY L	82	Success
38	ST	30	Unsuccess
39	TSS	30	Unsuccess
40	YA	73	Unsuccess

	D		
TOTAL		$\Sigma =$ 1.843 M= 46,075	

Appendix 16

The Students' Score In Post-Test I

No	Initial Of Name	Score	
		Post –Test I	Criteriaof Success ≥ 80
1	2	3	4
1	AM	75	Unsuccess
2	AYL	80	Success
3	AS	79	Unsuccess
4	ASR	75	Unsuccess
5	AZ	80	Success
6	AD	82	Success
7	ADKS	55	Unsuccess
8	AAS	67	Unsuccess
9	CMN	81	Success
10	DA	80	Success
11	DA	67	Unsuccess
12	DA	80	Success
13	DW	50	Unsuccess
14	EA	62	Unsuccess
1	2	3	4

15	E	67	Unsuccess
16	FZH	90	Success
17	FK	75	Unsuccess
18	HSS	65	Unsuccess
19	LM	67	Unsuccess
20	MAL	75	Unsuccess
21	NN	55	Unsuccess
22	NN	80	Success
23	NF	55	Unsuccess
24	NIS	81	Success
25	NRM	80	Success
26	RSN	81	Success
27	RY	65	Unsuccess
28	SA	40	Unsuccess
29	S	52	Unsuccess
30	S	76	Unsuccess
31	SK	80	Success
32	SRAH	65	Unsuccess
33	LA	49	Unsuccess
34	SK	80	Success
35	SLB	80	Success

36	S	79	Unsuccess
37	SDYL	80	Success
38	ST	75	Unsuccess
39	TSS	71	Unsuccess
40	YAD	83	Success
TOTAL		$\sum X = 2.859$ M=71,475	

Appendix 17**The Students' Score In Post-Test II**

NO	Initial of Name	SCORE	
		Post-Test II	CriteriaOf Success ≥80
1	2	3	4
1	AM	80	Success
2	AYL	85	Success
3	AS	79	Unsuccess
4	ASR	80	Success
5	AZ	90	Success
6	AD	85	Unsucces
7	ADKS	79	Unsuccess
8	AAS	80	Success
9	CMN	82	Success
10	DA	85	Unsuccess
11	DA	83	Success
12	DA	84	Success

13	DW	77	Unsuccess
14	EA	80	Success
15	E	81	Success
16	FZH	93	Success
17	FK	79	Unsuccess
18	HSS	83	Success
19	LM	79	Unsuccess
20	MAL	85	Success
21	NN	76	Unsuccess
22	NN	83	Success
23	NF	80	Success
24	NIS	85	Success
25	NRM	85	Success
26	RSN	85	Success
27	RY	67	Unsuccess
28	SA	71	Success
29	S	83	Success

30	S	80	Success
31	SK	85	Success
32	SRAH	81	Success
33	LA	75	Unsuccess
34	SK	91	Success
35	SLB	81	Success
36	S	85	Success
37	SDYL	82	Success
38	ST	81	Success
39	TSS	80	Success
40	YAD	89	Success
		$\sum X = 3.274$ M= 81,85	

Appendix 18

The students' score on Pre-Test, Post-Test I, and Post Test II

No	Initial Name	Values		
		Pre –Test	Post – Test I	Post – Test II
1	2	3	4	5
1	AM	70	75	80
2	AYL	77	80	85
3	AS	45	79	79
4	ASR	80	75	80
5	AZ	50	80	90
6	AD	30	82	85
7	ADKS	70	55	79
8	AAS	30	67	80
9	CMN	-	81	82
10	DA	40	80	85
11	DA	47	67	83
12	DA	81	80	84
13	DW	30	50	77

14	EA	83	62	80
15	E	40	67	81
16	FZH	35	90	93
17	FK	35	75	79
18	HSS	40	65	83
19	LM	30	67	79
20	MAL	80	75	85
21	NN	47	55	76
22	NN	57	80	83
23	NF	-	55	80
24	NIS	57	81	85
25	NRM	50	80	85
26	RSN	50	81	85
27	RY	47	65	67
28	SA	45	40	71
29	S	47	52	83
30	S	-	76	80

31	SK	30	80	85
32	SRAH	30	65	81
33	LA	30	49	75
34	SK	60	80	91
35	SLB	45	80	81
36	S	40	79	85
37	SDYL	82	80	82
38	ST	30	75	81
39	TSS	30	71	80
40	YAD	73	83	89
		$\sum X = 1.843$ M= 46,075	$\sum X = 2.859$ M=71,475	$\sum X = 3.274$ M= 81,85

Appendix 19

The Statistic Analysis of the Students' Score Post Test in First and Second Cycle

Number	Post Test 1	Post Test 2	D	D ²
1	2	3	4	5
1	75	80	5	25
2	80	85	5	25
3	79	79	0	0
4	75	80	5	25
5	80	90	10	100
6	82	85	3	9
7	55	79	24	576
8	67	80	13	169
9	81	82	1	1
10	80	85	5	25
11	67	83	16	256
12	80	84	4	16
13	50	77	27	729
14	62	80	18	324
15	67	81	14	196

16	90	93	3	9
17	75	79	4	16
1	2	3	4	5
18	65	83	18	324
19	67	79	12	144
20	75	85	10	100
21	55	76	21	441
22	80	83	3	9
23	55	80	25	625
24	81	85	4	16
25	80	85	5	25
26	81	85	4	16
27	65	67	2	4
28	40	71	31	961
29	52	83	31	961
30	76	80	4	16
31	80	85	5	25
32	65	81	16	256
33	49	75	26	676

34	80	91	11	121
35	80	81	1	1
36	79	85	6	36
37	80	82	2	4
38	75	81	6	36
39	71	80	9	81
40	83	89	6	36
	TOTAL		$\Sigma D = 415$	$\Sigma D^2 = 7415$

From the last computation have been found that :

$$\frac{\bar{D} = 415}{40} = 10,37$$

As follow :

$$T = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N - (N - 1)}}$$

$$T = \frac{10,37}{\sqrt{\frac{\Sigma 7415 - \frac{(\Sigma 415)^2}{40}}{40 - (40 - 1)}}$$

$$T = \frac{10,37}{\sqrt{\frac{\Sigma 7415 - (\Sigma 172225)}{40}}}{1560}$$

$$T = \frac{10,37}{\sqrt{\frac{\Sigma 7415 - \frac{4305,625}{40}}{1560}}$$

$$T = \frac{10,37}{\sqrt{4,750,445}}$$

$$T = \frac{10,37}{2,1795} = 4,7579$$

Form the computation above, it could be seen that the coefficient of t – observation
 = 4,7579

Appendix 20

Nilai – Nilai Signifikansi

N	Taraf Signifikan		N	Taraf Signifikan		N	Taraf Signifikan	
	5 %	1 %		5 %	1 %		5 %	1 %
3	0,9 97	0,9 99	2 7	0,3 81	0,4 87	55	0,2 66	0,3 45
4	0,9 50	0,9 90	2 8	0,3 74	0,4 78	60	0,2 54	0,3 30
5	0,8 78	0,9 59	2 9	0,3 67	0,4 70	65	0,2 44	0,3 17
6	0,8 11	0,9 17	3 0	0,3 61	0,4 63	70	0,2 35	0,3 06
7	0,7 54	0,8 74	3 1	0,3 55	0,4 56	75	0,2 27	0,2 96
8	0,7 07	0,8 34	3 2	0,3 49	0,4 49	80	0,2 20	0,2 86
9	0,6 66	0,7 89	3 3	0,3 44	0,4 42	85	0,2 13	0,2 78
10	0,6 32	0,7 65	3 4	0,3 39	0,4 36	90	0,2 07	0,2 70
11	0,6 02	0,7 35	3 5	0,3 34	0,4 30	95	0,2 02	0,2 63
12	0,5 76	0,7 08	3 6	0,3 29	0,4 24	100	0,1 95	0,2 56
13	0,5 53	0,6 84	3 7	0,3 25	0,4 18	125	0,1 76	0,2 30
14	0,5 32	0,6 61	3 8	0,3 20	0,4 13	150	0,1 59	0,2 10
15	0,5 14	0,6 41	3 9	0,3 16	0,4 08	175	0,1 48	0,1 94
16	0,4 97	0,6 23	4 0	0,3 12	0,4 03	200	0,1 38	0,1 81
17	0,4 82	0,6 06	4 1	0,3 08	0,3 98	300	0,1 13	0,1 48
18	0,4 68	0,5 90	4 2	0,3 04	0,3 93	400	0,0 98	0,1 28
19	0,4 56	0,5 75	4 3	0,3 01	0,3 89	500	0,0 88	0,1 15
20	0,4 44	0,5 61	4 4	0,2 97	0,3 84	600	0,0 80	0,1 05
21	0,4 33	0,5 49	4 5	0,2 94	0,3 80	700	0,0 74	0,0 97
22	0,4 23	0,5 37	4 6	0,2 91	0,3 76	800	0,0 70	0,0 91

Appendix 21

DOCUMENTATION



The researcher as explaining about the text





The students was doing the test

